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ABSTRACT

Teachers, administrators, and a few parents and students rated 100 teacher competency statements with the help of the Research and Development Center for Teacher Education. These competency statements then served as the basis for the Professional Personnel Evaluation System (PPES), which also consists of rating scales to be completed by administrators, parents and students: detailed observation procedures: a handbook: and a computerized record of ratings for school-by-school comparisons. After the first year of operation (1978-79), participants felt that the new system was superior to the old method of teacher testing. There was great concern, however, over the variability in teacher ratings by administrators across schools. In 1979-80 other events intervened. Staff time costs were too high to justify the new system, raising the speculation that teacher testing may be the only way to establish a minimum competency level. (CP)

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AN ALTERNATIVE APPROACH TO ASSURING TEACHER COMPETENCE

Freda M. Holley

Austin Independent School District

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TM 800 199

An Alternative Approach to Assuring Teacher Competence

Freda M. Holley,
Austin Independent School District

Austin experiences in and concerns about teacher testing have already been well documented for AREA participants (Holley 1978, 1979). Suffice it to say here that we tried teacher testing in a limited way and at the direction of our school board considered the possibility of testing not only teacher recruits, but all teachers in our district. We concluded that the inherent problems were prohibitive. Among the difficulties we perceived were:

- the high cost of developing valid tests that would withstand legal scrutiny,
- the narrowness of function that could be measured adequately with paper and pencil tests, and
- the impact testing would likely have on recruitment efforts.

Our district thus decided to explore an alternative method to assure teacher competence. That alternative was the development of a new competency-based teacher evaluation system.

In this paper I would like to describe the development of this new system, describe the system, and then come back to give some evaluation of how well it appears to be accomplishing the initial goals we set for it.

Development

At the direction of the Austin Independent School District (AISD) Board of Trustees, the Department of Staff Personnel with technical support from the Office of Research and Evaluation (ORE) initiated development of a new personnel

evaluation system in 1977. The goals set for the system were fairly elaborate. We wanted to develop a system which:

- Measured high-priority competencies.
- Yielded data which would be more reliable and valid than past data.
- Had as its fundamental purpose the improvement of teaching performance and, therefore, provided a fruitful data base for assessing, providing, and evaluating staff development.
- Would be feasible in terms of time and cost.
- Would provide a usable source of research data on teacher performance and its relation to student performance.

Given these goals and the fact that we were given somewhat less than a year to have a new system ready for adoption, we set as our first priority the establishment of a set of competency statements.

The Office of Research and Evaluation with the help of the Research and Development Center for Teacher Education at the University of Texas conducted a survey of the literature to identify a list of competency statements that had already been researched. This search and subsequent validitation activities were supported in part through a cooperative project the district had underway with the R and D Center which was funded by the National Institute of Education. Although the research on competencies was limited and not of high quality, we did establish a long list of competency statements. We also added competency statements based on our knowledge of the current research on teacher effectiveness. Then the list was reviewed, condensed, and pared until we had approximately one hundred competency statements.

In late summer of 1977 ORE, again with the help of the R and D Center, conducted a complex validation survey on these competencies. This survey

has also been well documented both through district publications and through an AERA prsentation (Christner, Malitz, Kugle, and Calkins, 1979). Essentially, the survey used matrix sampling to assure that every teacher had input on the competencies selected for final inclusion in the evaluation system. The competencies were also rated by principals, instructional specialists, a sample of students, a sample of parents, and all faculty in the University of Texas College of Education. This data remains, by the way, as a rich source of data as yet untapped about the value that different groups place on different aspects of teaching. The teacher sampling was done in such a way that comparisons are possible between teachers of low and high socio-economic-status students, teachers of different subject areas, grade levels, and so forth. The Research and Development Center has also been involved in a follow-up study that we hope will offer some validation of the competencies against teacher performance as measured by external observers and against student achievement.

While the survey was being conducted, Department of Staff Personnel members were meeting with ORE staff to finalize other aspects of the system. Numerous decisions had to be made and once made turned into written material to document the system.

In addition, the politics of the situation had to be attended to. Meetings were held with constituent groups affected by the future system to keep them informed and to provide opportunities for their input into decisions. Among these groups were the teacher associations, the administrator association, parent groups, Board committees, and interested individuals.

The entire system was completed and went to the Board of Trustees in the early months of 1978. It was approved. This was noteworthy because prior to this effort, a committee had worked on a system for two years and the Board had rejected their proposal three times in a row. The final rejection had led initially to the appointment of our two departments to the task.

The Professional Personnel Evaluation System

This was the name given to the new system in recognition of the fact that it covered such personnel as counselors and librarians as well as teachers. It consisted of the following elements.

63 Competency Statements. Out of the survey, sixty-three competency statements were finally chosen. Further reduction seemed inadvisable because the ratings on these sixty-three were so uniformly high. The statements served as the core of the new system.

Rating forms. The statements were placed on a standard type of rating form which principals or their designates would use to record final ratings.

Detailed procedures. Among the new requirements of the system were those requiring evaluators to conduct at least two observations of term contract teachers and three observations of new teachers, instructional coordinators to do evaluation observations and provide written feedback, and evaluators to have evaluation conferences with those being evaluated. Detailed procedures to follow when teachers were in contractual difficulty were spelled out. Recommended procedures and forms for conducting observations and developing plans for competency improvement were also included.

Parent and student input. A form was provided whereby parents could provide input regarding teacher performance. This input was voluntary in nature. Strong parent pressure in favor of student ratings of teacher performance led to the inclusion of a research project to gather this type of data in four schools. (This project was later dropped because of a Texas Attorney General's ruling that data gathered in such a project would be considered open-records data available to the public. This would have led to constraints on the research that

made it seem inadvisable.) In addition to that project, however, all teachers were urged to gather student input for their own use. Student input forms which could be used at different grade levels were made available to teachers.

A handbook. Complete details of the system were put into a handbook so that they would be readily available. This handbook included sections on district policies and the required and recommended procedures, of course, but in addition other sections were designed to serve as a resource to the evaluator. One section gave a list of behavioral descriptors for each competency. This section has gone through more revisions than any other part of the handbook. It attempts to give evaluators a good base for making rating decisions. Behaviors that should be present for a "3" or a "5" rating are differentiated. There is a list of data sources that should be considered in making decisions on rating a competency. There is a listing of the available training resources in the district and at our regional state service center related to each competency. There is a similar listing of resources related to the competencies needed by the evaluator in doing evaluation. Finally, there is a sourcebook of data-gathering instruments that can be used, ranging from observation instruments for special purposes to forms for student and parent input.

A feedback plan. It was anticipated that feedback on ratings being given by individual evaluators as compared to ratings given by others and by the district in general would be a powerful motivator toward improved rating reliability. Therefore, plans were made to place ratings on computer and to provide school-by-school data summaries. An example of a school profile is shown on the following pages. In addition to its main purpose, this data was intended to assist schools in preparing campus staff development plans.

SUMMARY OF PROFESSIONAL EVALUATIONS FOR _____

COLUMNS OF LETTERS REPRESENT PERCENTAGE OF EVALUATORS' RESPONSES.
D'S INDICATE DISTRICT-WIDE FIGURES; S'S ARE FOR THIS SCHOOL ONLY

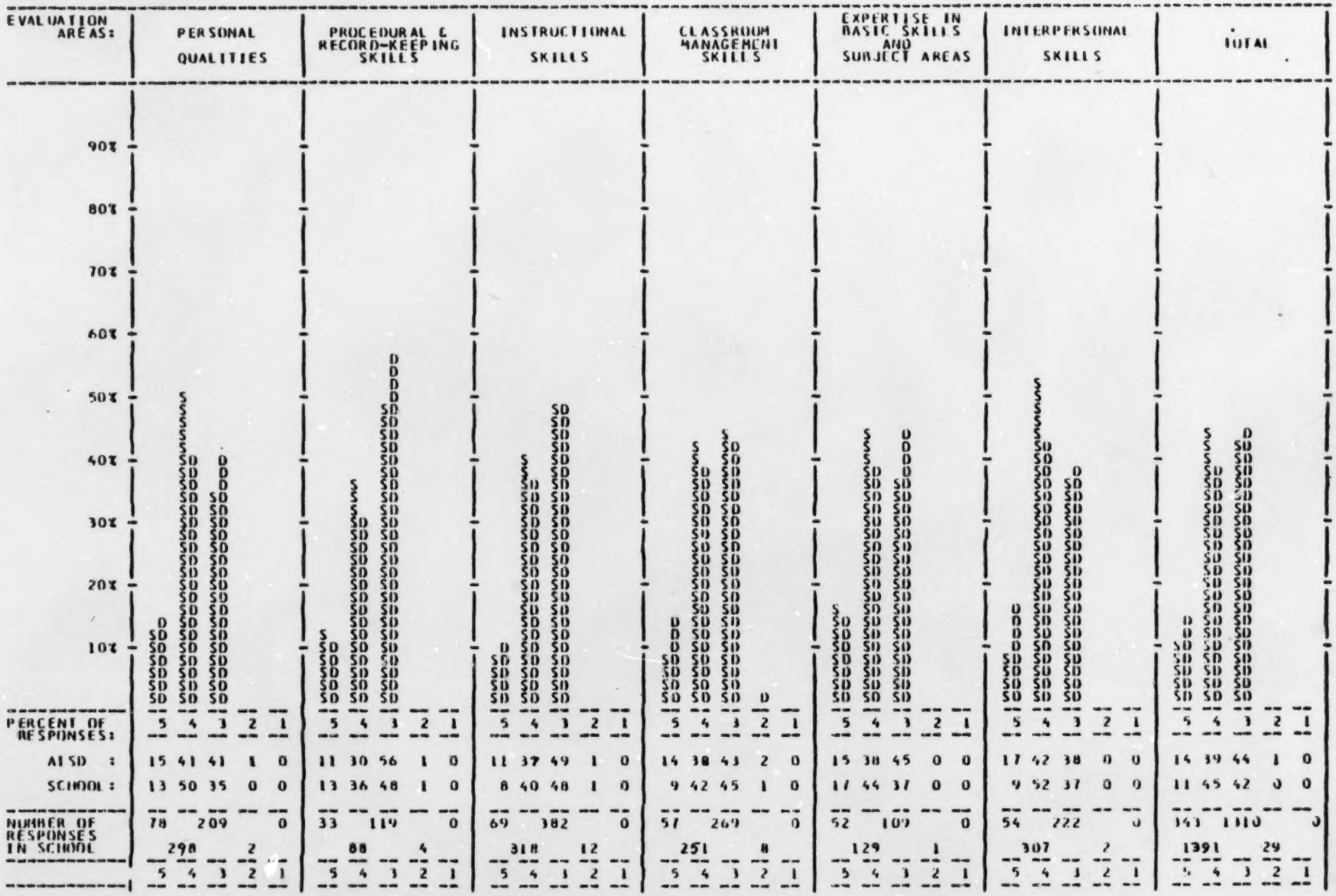

Figure 1a: School Profile, Teacher Evaluating Ratings

SUMMARY OF ITEM RESPONSES FOR Bluebonnet High School

		NUMBER OF RESPONSES FOR ENTIRE SCHOOL							PERCENTAGE OF RESPONSES: SCHOOL							PERCENTAGE OF RESPONSES: DISTRICT						
		X	5	4	3	2	1	0	X	5	4	3	2	1	0	X	5	4	3	2	1	0
I-A.	PERSONAL QUALITIES																					
1.	IS PHYSICALLY CAPABLE OF PERFORMING ASSIGNED TASKS	0	1	8	65	1	0	0	0	1	11	87	1	0	0	0	16	43	39	1	0	0
2.	IS EMOTIONALLY STABLE.	0	1	9	65	0	0	0	0	1	12	87	0	0	0	0	13	40	46	1	0	0
3.	EXHIBITS POISE AND SELF-CONTROL.	0	1	24	48	2	0	0	0	1	32	64	3	0	0	0	14	43	41	1	0	0
4.	PRESENTS AN EFFECTIVE ROLE MODEL.	0	2	15	56	2	0	0	0	3	20	75	3	0	0	0	15	45	38	1	0	0
5.	IS PUNCTUAL.	0	3	13	57	2	0	0	0	4	17	76	3	0	0	0	18	35	44	3	0	0
6.	BEHAVES RATIONALLY AND REALISTICALLY.	0	3	17	53	2	0	0	0	4	23	71	3	0	0	0	11	36	52	1	0	0
7.	SHOWS INITIATIVE AND IMAGINATION.	0	9	19	47	0	0	0	0	12	25	63	0	0	0	0	18	42	39	1	0	0
8.	USES COMMON SENSE.	0	4	20	50	1	0	0	0	5	27	67	1	0	0	0	13	38	48	0	0	0
9.	SHOWS ENTHUSIASM FOR WORK.	0	12	28	35	0	0	0	0	16	37	47	0	0	0	0	20	46	29	1	0	0
10.	COMMUNICATES EFFECTIVELY AND PLEASANTLY.	0	4	19	52	0	0	0	0	5	25	69	0	0	0	0	12	42	44	2	0	0
11.	EXHIBITS AN OVERALL POSITIVE ATTITUDE.	0	7	24	44	0	0	0	0	9	32	59	0	0	0	0	21	40	38	1	0	0
12.	DEMONSTRATES PROFESSIONAL GROWTH.	0	6	9	60	0	0	0	0	8	12	80	0	0	0	0	13	38	47	1	0	1
I-B.	PROCEDURAL AND RECORD-KEEPING SKILLS																					
1.	KEEPS SCH RECORDS AND RPTS UP-TO-DATE AND ACCURATE	0	1	12	62	0	0	0	0	1	16	83	0	0	0	1	9	27	61	1	0	1
2.	ACCEPTS AND COMPLIES WITH ADMIN PRCDRS AND POLICY.	0	3	19	53	0	0	0	0	4	25	71	0	0	0	0	12	32	54	1	0	0
3.	COMPLIES WITH ALL SCH BOARD POLICIES AND PRCDRS.	0	1	7	67	0	0	0	0	1	9	89	0	0	0	0	11	26	62	1	0	0
4.	COMPLIES WITH LOCAL CAMPUS ROUTINES.	0	3	12	59	1	0	0	0	4	16	79	1	0	0	0	17	33	48	1	0	0
5.	DOCUMENTS STUDENT PROGRESS EFFECTIVELY.	1	1	6	66	1	0	0	1	1	8	88	1	0	0	1	9	33	55	1	0	1
II-A.	INSTRUCTIONAL SKILLS																					
1.	LESSON PLANS WITH EVIDENT OBJECTIVES.	1	8	19	45	0	0	2	1	11	25	60	0	0	3	1	10	38	45	4	1	0
2.	CREATIVE AND IMAGINATIVE APPROACHES TO TEACHING.	1	10	26	38	0	0	0	1	13	35	51	0	0	0	1	15	40	42	1	0	0
3.	LESSONS W/VARIETY OF MATERIALS, TECHS, ACTIVITIES.	1	7	21	46	0	0	0	1	9	28	61	0	0	0	0	15	44	37	2	0	0
4.	SUBJ MATTER APPROPRIATE TO NEEDS ABILITIES INTRSTS	1	4	33	37	0	0	0	1	5	44	49	0	0	0	0	13	42	42	2	0	0
5.	CLEAR STUDENT STANDARDS FOR LEARNING PERFORMANCE.	1	1	22	50	1	0	0	1	1	29	67	1	0	0	0	13	40	45	2	1	1
6.	DIAGNOSES INDIVIDUAL AND CLASS DIFFICULTIES.	1	1	13	57	1	1	1	1	1	17	76	1	1	1	1	10	35	52	2	0	1
7.	MOVES AROUND ROOM AT TIMES.	1	5	39	30	0	0	0	1	7	52	40	0	0	0	1	21	40	31	1	0	0
8.	PLANS INSTRUCTION ARND NEEDED STUDENT COMPETENCIES	1	3	24	45	1	0	1	1	4	32	60	1	0	1	1	10	39	48	1	0	1
9.	PRPNS APPR TESTS, EVAL ACTVTS TO MEASURE LEARNING.	1	2	11	60	0	0	1	1	3	15	80	0	0	1	1	6	31	58	1	0	2
10.	REPORTS TEST AND EVAL DATA COMPETENTLY TO PARENTS.	1	1	4	69	0	0	0	1	1	5	92	0	0	0	3	9	26	55	1	0	6
11.	USES FORMAL, INFORMAL MEANS OF ASSESSING LEARNING.	1	2	15	57	0	0	0	1	3	20	76	0	0	0	1	9	32	56	1	0	1
12.	DESIGNS LESSONS, UNITS WITH CLEAR,LOG,SEQ CONTENT.	1	3	21	50	0	0	0	1	4	28	67	0	0	0	1	11	39	47	1	0	1
13.	UTILIZES A VARIETY OF QUESTIONING STRATEGIES.	1	3	16	53	0	0	2	1	4	21	71	0	0	3	2	7	32	56	2	0	2
14.	INTERPRETS OWN TESTS AND EVAL ACTIVITIES ACCURATEL	1	1	6	67	0	0	0	1	1	8	89	0	0	0	1	6	30	58	0	0	4
15.	PACES INSTRCTN TO SUIT STUDENTS CONCENTRATION SPAN	1	3	13	57	1	0	0	1	4	17	76	1	0	0	1	11	37	48	2	0	0
16.	ASSIGNMENTS APPROPRIATE TO INSTRUCTIONAL LEVEL.	1	3	18	53	0	0	0	1	4	24	71	0	0	0	2	10	40	47	1	0	0
II-B.	CLASSROOM MANAGEMENT SKILLS																					
1.	USES A VARIETY OF MOTIVATIONAL STRATEGIES.	2	7	21	45	0	0	0	3	9	28	60	0	0	0	1	15	38	44	2	0	0
2.	MAINS CLS CNTRL IN ATMOSPHERE CONDUCIVE TO LEARNIN	1	6	34	31	3	0	0	1	8	45	41	4	0	0	1	20	45	30	4	1	0
3.	ORGANIZES TO LOSE LITTLE TIME IN TRANSITIONS.	1	3	17	53	1	0	0	1	4	23	71	1	0	0	0	16	37	44	2	0	0
4.	ORGANIZES FOR EFFECIENT DISTRIBUTION OF MATERIALS.	1	3	7	62	2	0	0	1	4	9	83	3	0	0	1	13	36	49	1	0	0
5.	LESSON PLAN SO STUDENT MOVES SMOOTHLY THRU DAY.	1	2	18	53	0	0	1	1	3	24	71	0	0	1	1	13	39	43	2	1	0
6.	MANAGEMENT PROCEDURES PREVENT BEHAVIOR PROBLEMS.	1	9	19	43	2	1	0	1	12	25	57	3	1	0	1	16	41	38	4	1	0
7.	BEHAVIOR MANAG TECHS THAT PRSRVE DIG, SLF-ESTEEM.	1	5	18	47	3	1	0	1	7	28	63	4	1	0	1	16	41	40	2	1	0
8.	PRACTICES POSITIVE REINFORCEMENT TECHNIQUES.	1	5	24	43	1	0	1	1	7	32	57	1	0	1	1	17	45	35	1	0	0
9.	ALLOCATES TIME TO INCLUDE ALL APPROPRIATE CONTENT.	1	1	7	66	0	0	0	1	1	9	88	0	0	0	1	8	33	56	1	0	0
10.	PROVDS ENRICH ACTIVITIES FOR STUS WHO COMPLETE WORK	2	3	12	57	0	0	1	3	4	16	76	0	0	1	3	10	29	53	3	0	2
11.	INVOLVES ALL STUDENTS IN LEARNING ACTIVITIES.	2	6	31	35	1	0	0	3	8	41	47	1	0	0	1	15	40	42	1	0	0
12.	PREPARED TO BEGIN AT BEGINNING OF EACH PERIOD.	2	2	14	55	2	0	0	3	3	19	73	3	0	0	1	15	37	46	1	0	0
II-C.	EXPERTISE IN BASIC SKILLS AND SUBJECT AREAS																					

Figure 1b: School Summary Teacher Evaluation Ratings

1. HAS KNOWLEDGE, BACKGROUND IN SUBJECTS TAUGHT.	1	16	45	15	M	M	M	1	21	57	20	M	M	M	M	19	40	35	1	M	M
2. INFORMED CONCERNING LATEST DVLPMNTS IN FIELD.	1	6	29	39	M	M	M	1	8	39	52	M	M	M	1	11	37	49	1	M	1
3. BASIC ESSENTIALS OF STANDARD ENGLISH, ORAL, WRITTE	1	8	22	44	M	M	M	1	11	29	59	M	M	M	1	18	38	42	1	M	M
4. BASIC ESSENTIALS OF MATHEMATICS SKILLS, CONCEPTS.	1	4	11	59	M	M	M	1	5	15	79	M	M	M	6	12	35	47	M	M	5
5. VERBALLY CLEAR AND UNDERSTANDABLE.	1	3	24	47	M	M	M	1	4	32	63	M	M	M	M	15	42	42	1	M	M
6. LESSONS REFLECT AIMS CURRICULA.	1	1	10	63	M	M	M	1	1	13	84	M	M	M	2	14	36	48	M	M	M
III. INTERPERSONAL SKILLS																					
1. FOSTERS POSITIVE SELF-IMAGE IN STUDENTS.	1	10	25	38	M	1	M	1	13	33	51	M	1	M	M	18	45	36	1	M	M
2. FOSTERS STUDENTS SELF-CONTROL AND DIRECTION.	1	7	20	49	1	1	M	1	9	27	60	1	1	M	M	13	42	42	2	M	M
3. IS CONSISTENT IN RELATIONS WITH STUDENTS.	1	3	27	43	1	M	M	1	4	36	57	1	M	M	M	16	43	39	1	M	M
4. IS CORDIAL IN RELATIONSHIPS WITH STUDENTS.	1	7	37	29	M	1	M	1	9	49	39	M	1	M	M	20	49	30	1	M	M
5. TREATS STUDENTS IMPARTIALLY.	1	1	22	54	M	M	M	1	1	29	68	M	M	M	M	18	41	40	M	M	M
6. ADAPTABLE DEALING WITH INDIV. CULTURAL DIFFERENCES	1	6	15	53	M	M	M	1	8	20	71	M	M	M	M	18	40	41	1	M	M
7. COMMUNICATES WITH SYMPATHY, ACCURACY, UNDERSTANDIN	1	3	25	45	1	M	M	1	4	33	60	1	M	M	M	16	43	40	1	M	M
8. WORKS EFFECTIVELY W/TCHRS, STU TCHRS, SUPPORT PERS	2	6	30	36	1	M	M	3	8	40	48	1	M	M	M	22	42	35	1	M	M
9. RECOG, RESPONDS TO CONTRIBUTIONS OF STUDENTS.	1	1	21	52	M	M	M	1	1	28	69	M	M	M	M	12	46	41	1	M	M
10. RSPCTS RIGHTS AND ENCOURAGES SENSE OF RESP.	1	3	28	43	M	M	M	1	4	37	57	M	M	M	M	18	41	40	1	M	1
11. ESTABLISHES A WARM RELATIONSHIP WITH STUDENTS.	1	10	28	35	M	1	M	1	13	37	47	M	1	M	M	24	45	33	1	M	M
12. COMMUNICATES WITH PARENTS W/SYMPTH, ACCRCY, UNDRST	1	4	6	64	M	M	M	1	5	8	85	M	M	M	1	13	32	48	1	M	M

NOTE: FIGURES HAVE BEEN SUPPRESSED IF THEY WOULD HAVE VIOLATED CONFIDENTIALITY, BECAUSE OF TOO FEW RESPONSES OR OF NO DISTRIBUTION OF RESPONSES.

Figure 1b: Continued

A training program for evaluators. Training of evaluators was agreed to be the primary essential necessary to attaining the goals set for the system. This training was, in fact, seen as far more important in getting valid ratings and in promoting the improvement of teaching practice than any other aspect of the system. Therefore, elaborate training activities and schedules were developed. The first wave of training, conducted in the spring of 1978, was designed to be sure that all evaluators knew and understood the new system. Figure 2 on the the following page illustrates charts that were maintained by ORE to show who was receiving training. This information has been used to structure make-up training during the 1978-79 school year. The second wave of training addressed the practical needs of evaluators in terms of their evaluation skills. Figure 3 describes the nature of some of this training. At some points, administrator testing was used to assure that the necessary information was being communicated and received.

Implementation and Evaluation

The new system went into effect in the fall of the 1978-79 school year. The year began with orientation sessions held first with total faculty groups and then with individuals up for evaluation during that year.

The Office of Research and Evaluation observed in all training sessions for the year, conducted evaluation activities on those sessions, and collected survey and interview data from evaluators and evaluatees during the entire year to monitor and evaluate implementation of the new system. This effort was probably the largest scale, most intensive implementation effort ever conducted by the school district. There was a relative lack of other interfering events in the 1978-79 school year that made this possible; that is, there were no major new federal or state programs, no new court orders, and no major

EVALUATION TRAINING SESSIONS -

ADMINISTRATOR ATTENDANCE

HIGH SCHOOLS

	Secondary Administrative Staff Orientation (March, April, 1978)	General Prin. Mtng.(on Prof. Eval. and Sch. Descriptors)(May, 1978)	Secondary Observation Trng. (June, 1978)	Teacher Evaluation: Pleasure or Pain (Bormaster)(Aug., 1978)	Evaluation of Secondary Personnel-I (Hill) (Aug., 1978)	Evaluation of Secondary Personnel-II (Hill) (Aug., 1978)	Evaluation of Secondary Personnel-III (Hill) (Aug., 1978)	Conferencing Tech. for Prof. Eval. (Sec. & Elem.)(Aug., 1978)	Administrative Orientation/ Observation Training (Sept., 1978)	Eval. Case Study, Conferencing, Competency Improvement Plan (Sept. 1978)	Working as an Eval. Team (Sec. Level for prin. and instr. coord.(Feb. 79)
ANDERSON											
P -	•		•	•	•		•				•
AP -	•			•		•					
AP -	•			•							
D -	•		•	•	•						
D -											
D -											
AUSTIN											
P -	•		•		•			•			•
AP -				•	•	•	•				
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AP -	•		•		•	•					
AP -											
CROCKETT											
P -	•		•								•
AP -	•		•								
AP -	•			•		•		•	•	•	
D -	•			•							
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D -											
JOHNSON											
P -	•		•	•				•			•
AP -	•		•					•			
AP -			•					•			
AP -			•	•	•	•	•			•	
AP -	•		•	•	•	•	•				
JOHNSTON											
P -	•		•	•	•	•	•	•			•
AP -	•		•	•	•	•		•		•	
AP -	•				•	•	•	•		•	
D -											
LANIER											
P -	•		•		•	•	•	•			•
AP -	•			•	•		•	•			
AP -	•			•	•	•		•	•	•	
D -				•	•						
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MCCALLUM											
P -	•		•	•				•			•
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D -	•										

Figure 2:

EVALUATOR TRAINING RECORD.

orientation	*March, April 1978.* Orientation sessions were held for administrators in the Professional Personnel Evaluation System.
time management	*May 10, 1978.* In the General Principals Meeting, several aspects of the evaluation system were discussed including time management, the role of the instructional coordinator and the uniform definition of a "3" rating. Additionally, small group exercises were conducted to generate behavior descriptors at the "3," or good/expected level for each of the 63 teacher competencies.
observation training and case study work	*June, 1978.* At the secondary level, a videotaped lesson was used as the basis for observational training including writing up the observations. At the elementary level, an evaluation case study was conducted using a video taped lesson for observational training and other data sources and culminating in the completion of an evaluation instrument based on the data gathered.
conferencing techniques and case study work	*August, 1978.* Several sessions of the staff development workshop for administrators focused on the evaluation system. These included a general overview of the recommended evaluation procedures, a three-part series on a secondary evaluation case study and two sessions on conferencing techniques and skills.
competency improvement plans	*September, 1978.* Several mini-sessions on the evaluation system were offered as makeups and for staff new to AISD. In addition to topics already covered, a new session on the competency improvement plan was held.
case studies	*October, 1978.* Evaluation training mini-sessions for the special areas administrators were held. The topics covered were observation training, an evaluation case study, conferencing and use of the competency improvement plan.
	January, 1979. An orientation session on the evaluation system was held for non-public school administrators of schools where an AISD staff member is employed.
working in evaluation teams	*February, 1979.* A training session was conducted for secondary principals and instructional coordinators to improve communication channels among evaluation team members especially in terms of observations and their write-ups.
working toward professional improvement	*Summer, 1979 to Spring, 1979.* In addition to the training offered by AISD, the Education Service Center, Region XIII has developed a two day training session on the instructional supervision process. These training sessions stress the importance of behaviorally defining areas of concern and working positively with the professional toward improvement through data gathering, analysis and conferencing.

Figure 3: SYNOPSIS OF TRAINING CONDUCTED FOR ADMINISTRATORS IN THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM.

administrative changes to interfere. As you will see in a moment, this was probably a rare year in a large urban district. At any rate, implementation level of the new program of teacher evaluation was very high.

The first year evaluation of the new system's implementation was, in general, very positive. The system appeared to be well-accepted. The new system received higher ratings of adequacy than the old system had in baseline data that had beeen collected. The figure below indicates also that those evaluated felt the system was helping them to improve.

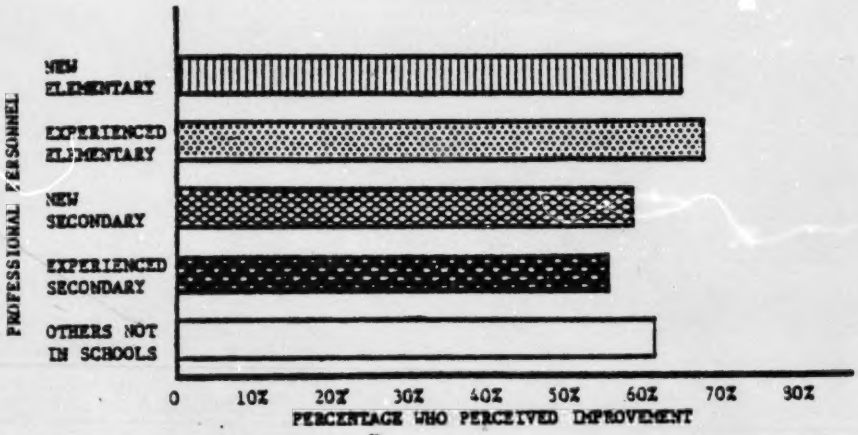

Figure 4: PERCENT OF PROFESSIONALS SURVEYED WHO PERCEIVED IMPROVEMENT AS A RESULT OF THE SYSTEM.

The average number of formal observations reported by professionals was 3.64 to 6.35, indicating that administrators conducted well over the required number of observations. The chart at the top of the following page indicates who was conducting observations. Conferences were also held more often than they were required.

OBSERVER	NEW ELEM. (N=52)	EXP. ELEM. (N=161)	NEW SEC. (N=29)	EXP. SEC. (N=119)	OTHERS NOT IN SCHOOLS (N=29)
Your Prin./Super.	51	161	23	56	21
Inst. Coord.	44	96	27	70	3
Ass't. Prin.	18	25	19	34	2
Bilingual Staff	3	3	—	—	—
Helping Teacher	1	—	—	—	—
Area Dir. (Ass't. Dir.)	1	4	—	1	—
Director	—	2	—	—	—
Dean	—	—	4	15	—
Personnel Officer	—	—	3	3	—
Peers	—	—	—	3	1
Other Administrators	3	9	3	6	4
Ave. per Prof.	6.35	4.56	5.48	3.64	2.41

Figure 5. NUMBER OF OBSERVATIONS REPORTED BY PROFESSIONALS UP FOR EVALUATION.

The big question was, of course, were the ratings any more consistent across the district? Was there any evidence that they might be more reliable? The answer to the first question was obviously that great variability was still evident across the district. The two school profiles on the next pages show quite clearly that ratings varied a great deal from school to school. This variability was, of course, expected since the profiles were anticipated as a key to getting that variability reduced. With respect to reliability, we had anticipated that a first step in increasing reliability and validity of ratings would be the forcing of a normal curve distribution in the ratings. Therefore, principals had been told repeatedly that most of their ratings would fall in the "3," labeled "good," category while there would be about three percent of the ratings at each extreme. The emphasis was

SUMMARY OF PROFESSIONAL EVALUATIONS FOR Longhorn Elementary

COLUMNS OF LETTERS REPRESENT PERCENTAGE OF EVALUATORS' RESPONSES.
D'S INDICATE DISTRICT-WIDE FIGURES; S'S ARE FOR THIS SCHOOL ONLY

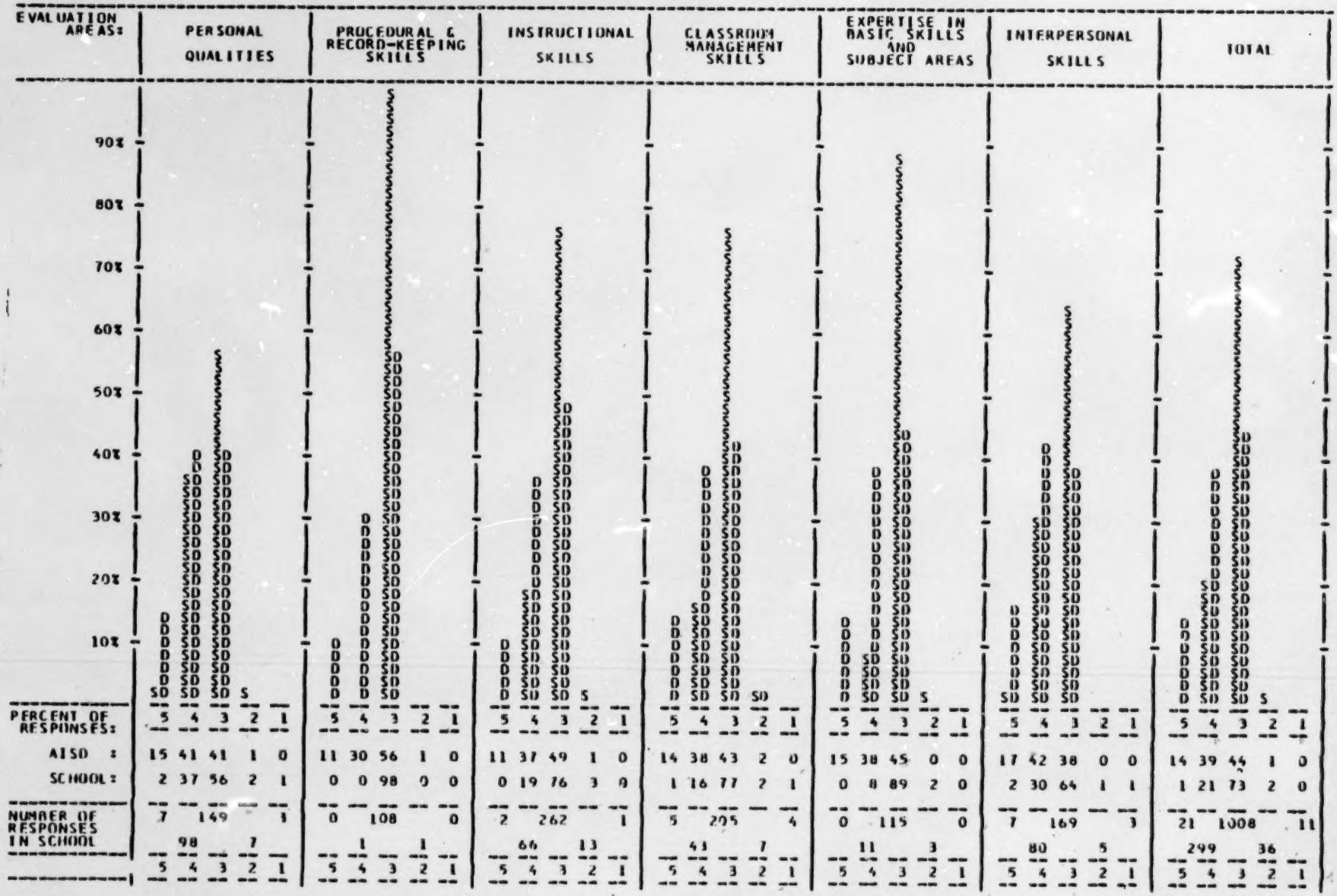
EVALUATION AREAS:
PERSONAL QUALITIES
PROCEDURAL & RECORD-KEEPING SKILLS
INSTRUCTIONAL SKILLS
CLASSROOM MANAGEMENT SKILLS
EXPERTISE IN BASIC SKILLS AND SUBJECT AREAS
INTERPERSONAL SKILLS
TOTAL
90%
80%
70%
60%
50%
40%
30%
20%
10%
PERCENT OF RESPONSES:
5 4 3 2 1
AISD : 15 41 41 1 0 | 11 30 56 1 0 | 11 37 49 1 0 | 14 38 43 2 0 | 15 38 45 0 0 | 17 42 38 0 0 | 14 39 44 1 0
SCHOOL: 2 37 56 2 1 | 0 0 98 0 0 | 0 19 76 3 0 | 1 16 77 2 1 | 0 8 89 2 0 | 2 30 64 1 1 | 1 21 73 2 0
NUMBER OF RESPONSES IN SCHOOL
7 149 3 | 0 108 0 | 2 262 1 | 5 205 4 | 0 115 0 | 7 169 3 | 21 1008 11
98 7 | 1 1 | 66 13 | 43 7 | 11 3 | 80 5 | 299 36

Figure 5a: School Profile with Low Variability on Teacher Evaluation Ratings

SUMMARY OF PROFESSIONAL EVALUATIONS FOR :Armadillo Elementary

COLUMNS OF LETTERS REPRESENT PERCENTAGE OF EVALUATORS' RESPONSES.
D'S INDICATE DISTRICT-WIDE FIGURES; S'S ARE FOR THIS SCHOOL ONLY

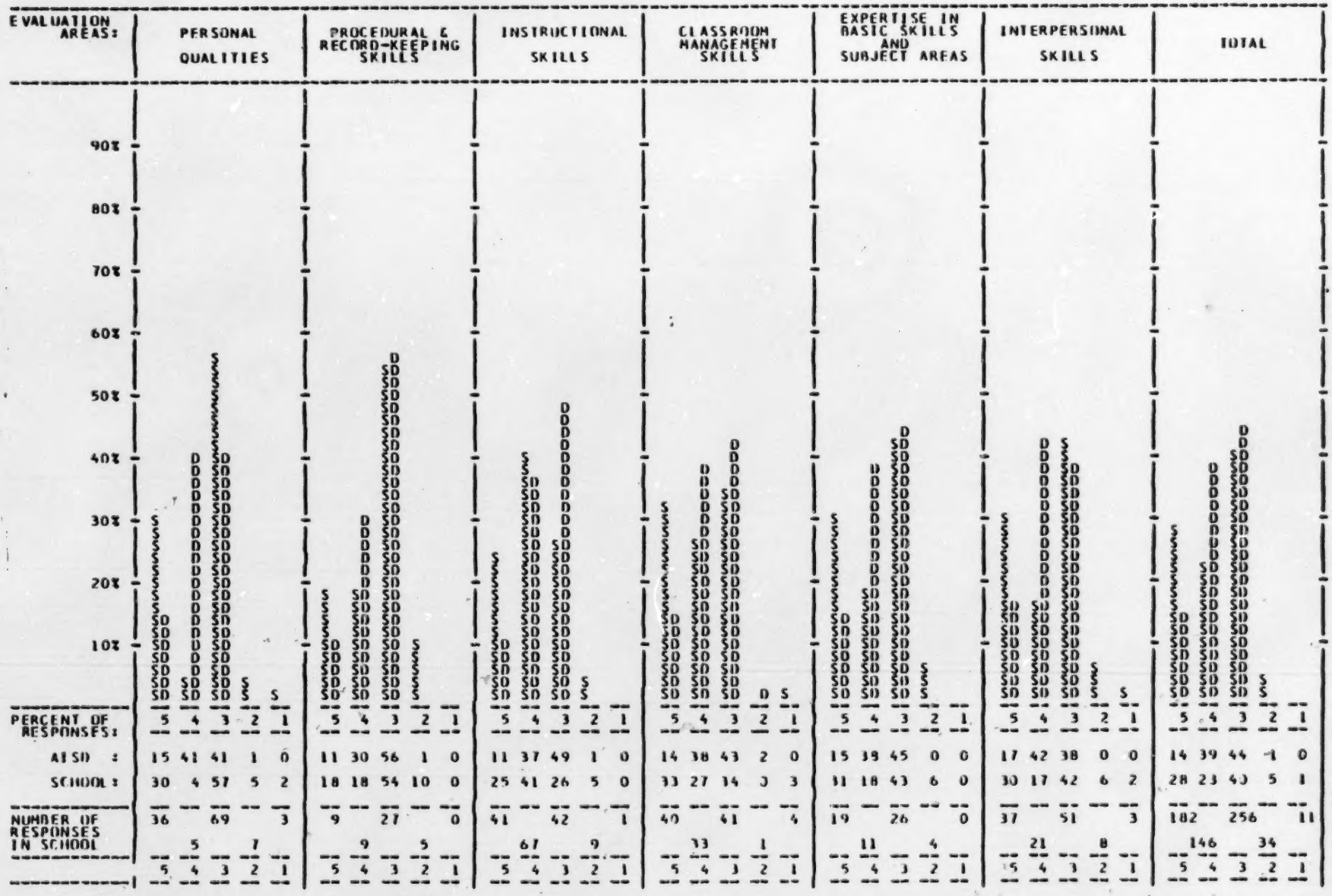

Figure 5b: School Profile with Fair Variability on Teacher Evaluation Ratings

by competency and not by individual. That is, an individual might have several high ratings and several low ratings with the majority of competency ratings falling in the "3" category. The effect of this emphasis was a general lowering of the competencies as shown in the ratings for the new system versus those being given on the old system. The desired variability was not present.

RATING CATEGORIES	MEAN	N
BASIC ELEMENTS OF TEACHING	4.23	1854
TEACHING TECHNIQUES	4.18	1833
CLASSROOM MANAGEMENT	4.18	1822
PERSONAL QUALITIES	4.41	1863
PROF. ATTITUDES AND PRACTICES	4.29	1862

Figure 6. MEAN RATINGS FOR THE 1977-78 TEACHER EVALUATION FORMS.

RATING CATEGORIES	NPC		TE	
	MEAN	N	MEAN	N
PERSONAL QUALITIES	3.46	486	3.72	1541
PROCEDURAL AND RECORD KEEPING SKILLS	3.29	486	3.53	1541
INSTRUCTIONAL SKILLS	3.23	481	3.58	1537
CLASSROOM MANAGEMENT SKILLS	3.29	482	3.66	1537
EXPERTISE IN BASIC SKILLS AND SUBJECT AREAS	3.24	479	3.69	1539
INTERPERSONAL SKILLS	3.37	476	3.75	1541

Figure 7. MEAN RATINGS ON THE 1978-79 NEW PROFESSIONAL CHECKLIST AND THE 1978-79 TEACHER EVALUATION FORM.

All in all, the findings at the end of the first year indicated that there was considerable promise of success for the system. Then, we entered the second year of implementation. The expectation for this year was that a revision in the administrative evaluation system that would parallel and support the teacher evaluation system was to occur. Further training where needs were indicated was to continue. The number of competencies had been reduced from 63 to 46 in response to general concern about the length of the evaluation form. This was done by using correlation data from the spring 1979 ratings. It was at this point that two events occurred that have interrupted

progress on the system. The district's ten year old desegregation suit finally came to trial in late summer and a decision toward the end of the year mandated immediate January implementation of a large-scale busing plan at elementary level and fairly extensive changes in the already-existing junior and senior high busing plans. It was only after the federal circuit court and intervenors learned to their surprise that the Austin schools were on a quarter system which ended in March rather than a semester system that ended in January that implementation of the plan has been postponed until the fall of 1980. In addition to the chaos that you can imagine all this has created, our superintendent announced in November of 1979 that he would not seek a renewal of his contract which expires in the summer of 1980 because of a lack of support by the Board. These two events have usurped time and attention to such an extent that no one has had time to devote real attention to the teacher evaluation process.

It did not come as a great surprise to us therefore that the new teacher ratings given to new employees late in the fall show some indications of an upturn in average rating and no indication of improvement in variability. In addition, it has been necessary to put up quite a fight to have the evaluation data to plan staff development used rather than pursuing a big needs survey to set up extensive district staff development to support the desegregation efforts. This indicated to us that the goal of having this data serve as a basis for staff development planning and delivery has not really been accepted.

Thus, it is necessary to conclude at this time that no final decision can be made about whether the approach the district chose as a way to assure teacher competence is viable. Indeed, whether or not it will be possible to regain the momentum lost due to the chaotic events of the year probably depends

to a considerable extent on the direction and strength of the new superintendent when he is finally chosen.

In retrospect, I still find that the goals established for the system initially, although high, have just minimally justified the cost of the system. This cost is to be calculated primarily in terms of the teacher and administrator time required to implement it. Even though it seems that the requirements for observation and conferencing are minimal, I am keenly aware of how much time they consume. As we in schools become even more aware of the centrality of time to the learning process for students, we also become jealous of that time for staff. Perhaps evaluators are naturally skeptical, but as I have watched the ratings come in, I also become increasingly doubtful that administrators can be led to making the hard decisions that are associated with identifying competency inadequacy. Therefore, in the back of my mind, I carry the suspicion that if we are to establish a minimum competency level for personnel in our schools, the *only way* may be through examinations prior to employment or perhaps even prior to entry into training as an educator.

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